SAN JUAN COLLEGE
Success Matters

ENGL 2210-PROFESSIONAL & TECHNICAL COMMUNICATION   3 CREDITS

SYLLABUS

CATALOG DESCRIPTION

Professional and Technical Communication will introduce students to the different types of documents and correspondence that they will create in their professional careers. This course emphasizes the importance of audience, document design, and the use of technology in designing, developing, and delivering documents. This course will provide students with experience in professional correspondence and communicating technical information to a non-technical audience.

Formerly ENGL-218

Prerequisites: ENGL-1210 or ENGL-1110 and (RDNG-099 OR RDNG-113).

Semester Offered: All

COMMON STUDENT LEARNING OUTCOMES
Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in…

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to…

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1. Establish PURPOSE* in workplace and technical documents.
A.   Analyze and determine purpose in relation to the rhetorical situation (writing context, topic, and audience). [BSL/CT]**
B.   Design documents appropriate to purpose according to standard technical communication principles. [CT/EC/IT]
C.   Generate workplace and technical documents and oral and visual presentations that maintain and develop purpose (such as summaries, memos, letters, resumes, process and/or product descriptions, instructions, manuals, reports, and proposals). [CT/EC]
D.   Use the writing process to plan, research, draft, and revise in order to determine and accomplish the purpose of the writing. [CT/EC/IT]
E.   Use writing for a variety of purposes such as informing, analyzing, and persuading. [CT/EC]
F.   Provide appropriate support (evidence and examples) from appropriate sources to accomplish the purpose of the writing. [BSL/CT/IT]
2.   Demonstrate CRITICAL THINKING in all forms of communication.
    A. Read critically to analyze purpose, audience, message, and design in technical and workplace documents. [BSL/CT]
    B. Evaluate the currency, relevance, reliability, and appropriateness of texts and other media. [BSL/CT]
    C. Generate documents and presentations that demonstrate critical reading of sources and   critical analysis of an idea or concept. [CT/EC]
    D. Synthesize information from a variety of sources to create a longer document. [BSL/CT/EC/IT]
    E. Support claims with effective reasoning and appropriate sources (print and other media). [BSL/CT/EC]
    F. Identify and analyze the situational appropriateness of technical communication. [BSL/CT]
    G. Understand and analyze the effectiveness of figures and tables. [CT/IT]
    H. Evaluate communication-related ethical issues in the workplace. [CT/CCE]
    I. Consider and articulate the ethics related to technical communication. [CT/CCE]
    J. Collaborate with others to discuss, generate and analyze ideas. [CCE/CT]
    K. Interact effectively with different views and interpretations of a subject. [CCE/EC] L.   Collaborate with others to produce a document. [CCE/EC/IT]

3.   Write appropriately for workplace and other AUDIENCES.
    A. Analyze different writing contexts and the needs of different audiences as part of the writing process. [CT/CCE]
    B. Design documents appropriate to audience according to standard technical communication principles. [CT/EC/IT]
    C. Use effective organizational strategies to create coherent pieces of writing appropriate for a   variety of audiences. [BSL/EC]
    D. Use an appropriate genre and format for the purpose and audience. [BSL/EC]
    E. Evaluate the currency, relevance, reliability, and appropriateness of sources in relation to a   specific audience and purpose. [CT]
    F. Use standard conventions of spelling, punctuation, and grammar for clear, effective communication. [EC]
    G. Write in a concise, clear writing style. [EC]

4.   Demonstrate appropriate knowledge and use of DOCUMENT DESIGN in writing.
    A. Understand the basic principles of document design. [CT]

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B. Design documents according to the basic principles of workplace and technical design. [BSL/CT/EC/IT]

C. Apply appropriate format for purpose and audience (e.g. letter, memo, poster)   [CT/EC/IT]

D. Design and incorporate appropriate tables and figures to reach audience and achieve purpose. [CT/EC/IT]

5.   Use DOCUMENTATION in writing

A. Conduct research using of a variety of primary and secondary sources, both hard copy and electronic versions. [CT/IT]

B. Use information from sources for a specific purpose: i.e., to provide background information, support an idea; illustrate an alternative view, etc. [BSL/CT]

C. Incorporate information from sources in writing by clearly and accurately contextualizing, quoting, and paraphrasing. [BSL/CT/EC]

D. Document ideas from sources using APA (in-text citation and works cited list). [BSL/EC]

E. Apply standard APA/MLA style to cite and document sources. [EC/IT]

F. Research appropriate sources to develop and support workplace and technical documents. [BSL/CT/IT]

G. Read critically to assess the validity and reliability of print and online sources. [BSL/CT/IT] H. Apply computer skills necessary for database and online research and reporting. [IT]

*Bold-faced words indicate core elements outlined on the essay and portfolio rubric.

**This information maps to the course specialized outcomes to the college's Common Student Learning Outcomes (CSLOs).

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